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ABSTRACT

The purpose of the project was to design and present an inservice education program for work experience teachers and coordinators in order to improve their operational effectiveness at the school/classroom level. A series of five three-hour programs were conducted at five California locations. A total of 503 participants, representing 211 school districts, attended one or more of the workshops. They included work experience teachers, administrators, supervisors, coordinators, and work experience coordinators. Workshop topics were: (1) laws governing work experience education; (2) goals, objectives, and evaluation of work experience education; (3) conceptual design and the relationship of work experience education to the school curriculum; (4) related instruction in work experience education; and (5) organization and standards in work experience education. Results of pretests, posttests, and the followup evaluation showed that the workshops were valuable in adding to participants' knowledge and in effecting changes in programs. Contents of the evaluation report include a description of the project, participant data summary, results of pretests and posttest, results of postworkshop evaluation survey instruments (including key comments by respondents), a summary of conclusions, and recommendations. (RG)

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California

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ED124756

EVALUATION

SEVENTY-ONE

EVALUATION REPORT

of

THE PROFESSIONAL DEVELOPMENT SERIES

for

WORK EXPERIENCE EDUCATION

BEST COPY AVAILABLE

November, 1971

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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EVALUATION REPORT

of

THE PROFESSIONAL DEVELOPMENT SERIES

for

WORK EXPERIENCE EDUCATION

Prepared by

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with

EDUCATION PROFESSIONS DEVELOPMENT ACT

DEPARTMENT HEALTH EDUCATION & WELFARE

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Table of Contents

Foreword . . . . . Herb Ellenburg

Workshop Team . . . . . Members

Abstract i

Project Goal 1

Project Objectives 1

Project Background 1

Activities 2

Organization of Report 3

Participatant Data Summary 4

Workshop Attendance Data 6

Pre and Post-test Results 10

Post Workshop Evaluation 12

Terminal Evaluation 13

Key Comments 15

Telephone Random Survey 20

Telephone Survey Follow-up 21

Summary of Conclusions 30

Recommendations. 34

FOREWORD

There are presently no preservice education programs designed to train potential teachers to become work experience education coordinators. The inservicing of those already operating programs has generally been a matter of one coordinator explaining his program to another. This exchanging of ideas is extremely helpful; however, along with unstructured information comes misinformation.

There have been attempts to nourish inservice education through extension courses, but the coverage has been sparse and no statewide curriculum design has yet been finalized.

In an attempt to present factual information to those in the field, based upon the expertise of recognized individuals, the Los Angeles County Superintendent of Schools office has offered to blanket the State of California to bring this information to practicing coordinators of work experience education.

The educational attempt will bring all those who participated to a certain cognitive level of understanding about work experience education. This base of understanding will become the springboard for future inservice programs designed to maintain work experience education leadership in quality programs.

Herb Ellenburg, Consultant
Work Experience Education
California State Department
of Education

ABSTRACT

THE PROBLEM:

The purpose of this workshop was to design and present statewide inservice education programs for work experience educators in order to improve their operational effectiveness at the local school level.

This workshop series sought to improve each of the participants operational effectiveness by up-dating his knowledge of: (1) Laws related to operating work experience programs; (2) Recent changes in child labor laws: (3) Types of related instruction being offered: (4) Relationship of work experience eduation to the total educational program in the secondary schools: (5) Goals, standards and evaluation methods of quality programs in work experience education.

Justification for offering this innovative workshop series was based upon the "NEED" created by the rapid growth of work experience education in California since 1965. Work Experience Education has grown from 60 programs in 1965 to over 750 in 1971. The lack of credential requirements for work experience educators has created a "lag' in any form of training - - thus the "NEED" for an implementation of this E.P.D.A. series.

METHOD AND PROCEDURES

In order to attract as many work experience teachers/coordinators as possible the workshops were offered in five central locations

throughout California. They were: Fresno, San Francisco, Los Angeles, San Diego and Sacramento. A team of five presentors offered five workshops each in five locations or a total of twenty-five workshops. 503 individual participants were in attendance. (see schedule page 2)

SUMMARY OF FINDINGS

1. The workshop participants ranged from those holding only a high school diploma to twenty-four persons holding doctorates.
2. The workshops consisted of 161 work experience teachers, 76 administrators, 52 supervisors, 63 coordinators and 126 work experience coordinators.
3. Two hundred eleven different school districts were represented.
4. The workshops were extremely valuable in adding to the participant's knowledge and attitude about operating a work experience program (page 11).
5. Four hundred seventy-five of the five hundred three participants want additional and similar workshops during the coming school year.
6. Four hundred seventy-five of the participants indicated that they had changed or were going to change their operations as a result of the knowledge gained through the workshop sessions (page 13-14).
7. There was considerable demand for a special work experience series for the Community College level programs.
8. Many new areas were requested to be covered in future sessions.

CONCLUSIONS

The Work Experience Education Program is emerging as one of the leading "educational tools" through which the secondary school curriculum planners can develop a viable education program for today's youth. Never in the history of work experience education has such an extensive state-wide series of workshops caused so much "positive change" to come about so suddenly at the local school level.

THIS HIGH QUALITY E.P.D.A. WORKSHOP OFFERED THROUGHOUT THE STATE COST ONLY $37 PER ATTENDEE (503) OR $17 PER ATTENDEE PER SESSION (1148).

THE POSITIVE CHANGES GENERATED AS A RESULT OF THIS WORKSHOP WILL BE FELT FOR MANY YEARS TO COME!

E.P.D.A. PROFESSIONAL DEVELOPMENT SERIES

WORKSHOP TEAM

Mr. Ed Thomas, Consultant Work Experience Education Los Angeles County Schools	E.P.D.A. Project Director
Mr. Dwayne Brubaker, Supervisor Work Experience Education Los Angeles City Schools	Presentor Laws Governing Work Experience Education
Dr. Norman B. Eisen, Director Educational Services Whittier Union High School District	Presentor Goals, Objectives and Work Experience Evaluation
Mr. George A. Glaeser, Coordinator Work Experience & Adult Education Regional Occupational Programs Department of Education San Diego County	Presentor Goals, Objectives and Work Experience Evaluation
Mr. Herbert Ellenburg, Consultant Program Planning and Development Work Experience Education State Department of Education	Project Consultant
Mr. Don Averill, Coordinator Work Experience Education Whittier Union High School District	Presentor Conceptual Design for Work Experience Education
Dr. Ed Roberts, Director Career Development Education Santa Ana Unified School District	Presentor/Project Evaluator Related Instruction in Work Experience Education
Mr. Allan Holmes Research Consultant California State Polytechnic College San Luis Obispo	CONSULTANT PROJECT EVALUATION
Mr. Milan Wight, Coordinator Work Experience Education Mt. Diablo Unified School District	Presentor Organization and Standards in Work Experience Education

1.0 PROJECT GOAL:

To design and present an inservice education program for Work Experience Teachers and Coordinators in order to improve their operational effectiveness at the school/ classroom level.

2.0 PROJECT OBJECTIVES:

As a result of the workshop/inservice program each participant will demonstrate an improved functional knowledge in:

2.1 Laws relating to Work Experience Education

2.2 Recent change in Child Labor Laws

2.3 Types of Related Instruction

2.4 Relationship of Work Experience Education to the total education program in the secondary schools

2.5 Goals, standards and evaluation methods for quality programs in Work Experience Education

3.0 BACKGROUND OF THE PROJECT:

An initial investigation indicated that over 800 Work Experience Educators were in need of an inservice education program that would enable them to update and upgrade their operational and performance skills. At the present time there is very little opportunity for a Work Experience Educator to receive training in the field of Work Experience Education. The rapid growth of the Work Experience Program in California has resulted in an increase from sixty programs in 1965 to over 750 individual programs in 1971.

The sudden surge of program implementation has impelled many teachers into the role of a Work Experience Teacher or Coordinator. Many of these teacher/Coordinators were totally untrained for the new role because of the lack of specific credential requirements in this field. This critical condition promoted the development and implementation of a professional development series in Work Experience Education.

In order to insure the greatest degree of participation from the Work Experience Teachers/Coordinators five specific programs were presented in the areas of the highest concentration of Work Experience personnel. They were; Fresno, San Francisco, Los Angeles, San Diego and Sacramento.

4.0 DESCRIPTION OF ACTIVITIES

4.1 PROFESSIONAL DEVELOPMENT SERIES SCHEDULE

Each team member made his presentation on the date, time and location shown on the following schedule:

WORK EXPERIENCE EDUCATION — 1:00 - 4:00 p.m.

PROFESSIONAL DEVELOPMENT SERIES

Schedule

	Fresno County Schools Office Auditorium 2314 Mariposa Street Fresno	Los Angeles C.T.A. Building 1125 W. 6th Street Los Angeles	Sacramento Resources and Development Building 800 Capitol Mall Sacramento	San Diego County Schools Office, Room 8 6401 Linda Vista Road San Diego	San Francisco C.T.A. Building Auditorium 1705 Murchison Dr. Burlingame
1/24	Rel. Inst.	Goals	Laws	Design	Org.
1/10	Org.	Rel. Inst.	Design	Goals	Laws
1/24	Laws	Org.	Goals	Rel. Inst.	Design
1/31	Design	Laws	Rel. Inst.	Org.	Goals
2/5	Goals	Design	Org.	Laws	Rel. Inst.

Laws -Laws Governing Work Experience Education - Mr. Brubaker
Goals -Goals, Objectives, and Evaluation of Work Experience Education - Mr. Glaeser, Dr. Olsen
Design -Conceptual Design and the Relationship of Work Experience Education to the School Curriculum - Mr. Averill
Rel. Inst. -Related Instruction in Work Experience Education - Dr. Roberts
Org. -Organization and Standards in Work Experience Education - Mr. Wight

5.0 ORGANIZATION OF THIS EVALUATION REPORT

The data included in this evaluative report is in accord.

5.1 Participant data
5.2 Workshop attendance data
5.3 Pre and Post-test results for each section
5.4 Key comments by participants
5.5 Workshop evaluation
  5.5.1 Post Workshop evaluation
  5.5.2 Terminal evaluation plus forty-five days
  5.5.3 Telephone follow-up evaluation plus six months.

A planning meeting for the series was held on February 5,6 and 7. The consultants who conducted the workshops, the State Consultant for Work Experience Education and the Project Director were in attendance. Invitations to attend the workshop were extended to all appropriate personnel in county offices and districts throughout the state. In addition invitations were extended to state colleges, private colleges and universities that have pre-service vocational teacher education programs. Specifically the EPDA interns at U.C.L.A. were invited. All of the notifications did inform those who were invited of the joint efforts between Part F., EPDA, California State Department of Education, and the Los Angeles County Superintendent of Schools Office. The workshops subject matter presented was finalized at the February 5, 6 and 7 meeting and a copy forwarded to EPDA with the first report. As part of the workshops, a pre and post-test was administered to all participants. The results of the pre and post-tests, and the number of participants, titles, and districts represented were available for reporting to the EPDA office thirty days after each session was concluded. Results of the pre and post-tests are included as part of the program evaluation. At the conclusion of the project, a meeting was held with all personnel responsible for workshops to determine the effectiveness of the project.

6.0 PARTICIPANT DATA SUMMARY

The data below was taken from OE Form 7214 and describes the nature of those who attended the workshop sessions.

KEY ITEMS OF VALUE TO WORKSHOP ORGANIZERS:

6.1 Males 453 Females 50

6.2 Ethnic Background

Black	10	Mexican-American	3
American Indian	6	Oriental	4
Other	480		

6.3 HIGHEST DEGREES EARNED

High School Diploma	12
BA/BS	118
Masters	158
Ed. D.	22
Ph. D.	2

6.4 YEARS IN TEACHING/EDUCATION

NONE	3	One to four years	50
Five to nine yrs.	79	Ten to fourteen yrs	90
Fifteen to Ninteen	78	Twenty years plus	100

6.5 OCCUPATIONAL ASSIGNMENT

Teacher	161	Administrator	76
Supervisor	52	Pupil Personnel	68

6.5 (cont'd)

Occupational Assignment (cont'd)

Instructional Media	2	Educational Aide	0
Work Experience Coordinator	126	Other	0

NOTE! NOT EVERYONE ANSWERED EACH STATEMENT THUS THE DIFFERENCE IN TOTALS GIVEN

6.6 TITLES OF WORKSHOP PARTICIPANTS

This workshop series served school personnel from within two hundred eleven different school districts who held sixty-six different job titles. This verifies the wide variety of school personnel served under this E.P.D.A. Grant.

Vocational Education Coordinator/Director	29
Vocational Education & Work Experience Coordinator	10
Vice Principal/Teacher	1
Director Special Programs	1
Supervisor/Consultant of Occupational Education	6
Work Experience Consultant, Coordinator, Director	187
Vocational Counselor/Advisor	11
Teacher-Home Economics	1
Driver Education Coordinator	8
Staff Assistant Work Exper.	1
Office Occupation Coordinator	1
Teacher-Work Experience	12
Career Development Specialist	8
Teacher - Business	16
Job Developer	1
Teacher	42
Job Development Supervisor	1
Work Experience Advisor	12
Vocational Intern	3
Coordinator/Director of Secondary Education	3
Counselor	10
Work Experience Counselor	21
Career Guidance Consultant	2
Division of Technology	3
Career Counselor	5
Administrative Consultant	1
Assistant Supervisor	1
Teacher - Voc. Agriculture	1
Cooperative Education Supervisor/Coordinator	5
Tutorial Program Consultant	1
Stenographer	1
Registrar	1
Work Study Coordinator	5
Associate Superintendent	1
Assistant Superintendent	1
Coordinator Special Projects	1
Director Extended Services	1
Site Administrator	1
Curriculum Associate of Practical Arts and Work Experience	1
Planner	1
Assistant Counselor	1
Program Specialist Work Experience	1
Assistant Coordinator	1
Principal	1
Teacher - Vocational Ag.	1
Student	1
Administrative Intern	1
Director of Reg. Occ. Center	1
Chairman Business Education Guidance Counselor	1
Neighborhood Youth Corps Project Coordinator	3
Vocational Guidance Project Coordinator	1
Counselor Continuation School	1
Data Processing Instructor	1
Representative	1
Program Coordinator	1
Secondary Curriculum Specialist	1
Director of Instruction	1
Coordinator Specially Funded Projects	1
Superintendent	1
Director -Pupil Personnel	1
Assistant Principal	4
Television Coordinator	1
Technical Arts	1
Welfare and Attendance	6
Dean-Instructional Services	1
Coordinator Special Projects	1
Director Extended Services	1
Site Administrator	1

7.0 WORKSHOP ATTENDANCE DATA

During the design of this project it was proposed that this workshop would service eight hundred work experience staff members and other school personnel. The attendance data indicates that 503 individuals were served one or more times with a total attendance of 1148.

7.1 Attendance figures for each workshop were:

No. 1	211	No. 3	251	No. 5	182
No. 2	271	No. 4	233		
				TOTAL	1148

7.2 PARTICIPANT ATTENDANCE

Not everyone attended all five workshop sessions. The following data describes attendance by individuals in relationship to the number of workshop sections actually attended.

7.2.1	ONE Workshop	189
7.2.2	TWO Workshops	114
7.2.3	THREE Workshops	86
7.2.4	FOUR Workshops	65
7.2.5	FIVE Workshops	49

7.3 WORKSHOP TOTAL INDIVIDUAL PARTICIPANTS 503

7.4 NAMES OF PARTICIPATING DISTRICTS

One of the objectives of this workshop series was to involve as many personnel from as many districts throughout the State of California as possible. To this extent this project was most successful. Two hundred eleven different school districts were represented at the five workshops.

The districts represented are:

District	NO.
ABC Unified	4
Anaheim	5
Alameda Unified	3
Alhambra City	4
Alvord Unified	1
Amador High	1
Antelope Valley	3
Arcadia	1
Azusa	3
Bassett	1
Bonita	4
Burbank	4
Campbell Union	2
Carpenteria Unified	2
Caruthers High	1
Castro Valley	1
Centenila Valley	5
Cerritos	4
Chaffey Union	2
Chico Unified	1
Chowchella Union	2
Claremont	1
Coalinga High	1
Coatinga Unified	1
Cloverdale	1
College of the Canyons	1
Colton Jt.	1
Compton Unified	2
Contra Costa College	1
Contra Costa County	1
Corcoran Unified	2
Canada College	1
Costa Mesa High	1
County Schools Office	1
Covina Valley	1
Delano Jt.	2
Delta College	1
Diablo Valley College	1
Dos Palos	1
Eastside Union	2
El Camino	1
El Dorado	3
Elk Grove Unified	3
El Monte Union	1
El Segundo	1
Elsinore High	1
Escalon Unified	1

District	NO.
Escondido	5
Esparto	1
Fillmore	1
Folsom-Cordova	1
Fontana	1
Fowler Unified	1
Fremont Unified	9
Fresno City	10
Fresno College	5
Fallbrook	1
Fullerton	6
Garden Grove Unified	1
Gavilan College	1
Glendale	1
Gonzales	1
Gridley Union	1
Grossmont	7
Grossmont College	1
Hacienda La Puente	3
Hanford	1
Hart, Wm.	5
Hayward Unified	3
Inglewood	1
Jefferson High (Daly City)	1
Jefferson High (San Fran.)	3
Kerman Unified	2
Kern High	4
King County	1
Kingsburg Jt.	1
Lake County	1
Lakeport Unified	1
La Canada	1
Laney College	2
Las Virgenes	1
Lemoore High	2
Lincoln High (San Fran.)	1
Livermore Valley	2
Lodi	2
Long Beach	5
Long Beach College	1
Los Angeles Colleges	3
Los Angeles City	22
Los Altos	2
Los Banos	1
Los Molinos Unified	1
Los Rainus Unified	1
Lucia Mar Unified	1

District	NO.
Lynwood Unified	1
Madera Unified	1
Manteca	1
Marin Co.	1
Marysville Jt.	1
Mendocino Co.	1
Modesto City	4
Modesto Jr. College	1
Mojave	2
Montebello	4
Monterey Peninsula Col.	1
Monterey Peninsula Unif.	4
Montrovia	1
Morgan Hill Unif.	1
Morango Unified	3
Mt. Diablo Unified	4
Mt. Miguel	1
Mt. SAC	1
Napa Valley	4
Navato Unified	1
Newark	1
New Haven Unified	2
Newport-Mesa	1
Norwalk-La Mirada	3
Oakland Unified	10
Ohlone College	1
Orange Unified	2
Orange Coast College	1
Orangewood High	1
Oxnard Union	3
Pajaro Valley	1
Palomar College	2
Palos Verdes P.	2
Palo Verde College	1
Palo Verde	1
Paramount	2
Pasadena	3
Per Alta Jr. College	3
Petaluma	3
Pittsburg	1
Placentia Unified	1
Placer Jt.	2
Plumas Unified	1
Pomona	1
Porterville Union	
Poway Unified	1
Red Bluff	1

District	No.
Reedley College	1
Rialto	1
Riverside College	1
Riverside Jt.	4
Roseville J.	1
Sacramento City	4
Sacramento College	1
San Diego Unified	5
San Francisco Unified	6
San Francisco College	1
Sanger Unified	2
San Joaquin	2
San Jose Unified	3
San Jose State College	1
San Juan	6
San Leandro	1
San Lorenzo	1
San Luis Coastal	1
San Mateo	6
Santa Barbara	2
Santa Clara	1
Santa Cruz	5
Santa Monica	1
Santa Monica College	1
Santa Paula	1
Santa Rosa	2
San Pasqual	1
San Rafael	2
Selaco	1
Selma	1
Sequoia	7
Shasta Union	1
Sierra College	1
Simi Valley	4
Sonoma	4
South Bay	1
South Kern	2
Southwestern College	2
South San Francisco	2
Southern Calif. Reg. Occ. Ctr.	1
State Dept. of Education	3
Stockton	2
Sweetwater	2
John Swett	1
Taft High	1
Tamalpais	2
Temple City	1

District	NO.
Torrance	2
Tracy	2
Trona	2
Tulare	3
Turlock	1
Tustin	1
Vacaville	1
Ventura	5
Visalia	1
Victor Jt.	1
Vista Unified	2
Wasco	1
Washington	1
West Covina	4
Western Placer	1
West Kern Jr. College	1
Wheatland	1
Whittier Union	1
Willits	1
Woodland Jt.	2
Yuba City	1
Yuba College	2
Yuma	1

8.0 PRE AND POST-TEST RESULTS

A pre and post-test was given at each workshop session as specified in the project requirements. This method of measuring participant growth met with much resistance and many complaints. Because of the resistance expressed by the workshop participants many refused to take the pre and post-test. Those who came late missed the pre-test and those who left early missed the post-test. Therefore, the scores are representative of only those participants who completed both the pre and post-test.

The data in the chart is based upon group averages for each of the twenty-five workshop sessions.

An example: At the first session on Organization and Standards in work experience education the group as an average scored 50% or 50 points. On the post-test the group scored 91% or 91 points. Such a high score on the post-test represents considerable growth on the part of the workshop participants. The following chart gives the scores attained at each workshop session and shows the growth attained by each group.

(cont'd)
8.0 PRE AND POST-TEST RESULTS

The chart below indicates the growth of each group of participants who completed both pre-test and post-test.

WORKSHOP TITLE	PRE	POST 1	PRE	POST 2	PRE	POST 3	PRE	POST 4	PRE	POST 5	
ORGANIZATION	50	91	41	85	40	65	40	48	50	54	
RELATED INSTRUCTION	8	18	8	14	6	13	8	15	6	12	
LAWS	16	24	15	25	16	24	15	23	13	24	
CONCEPTUAL DESIGN	38	93	47	92	54	93	54	94	51	90	
GOALS	15	23	16	24	19	25	16	24	14	24	

NOTE: The chart figures are based upon session average scores for each group.

9.0 POST WORKSHOP EVALUATION

The workshop presentation team held a post workshop evaluation at the end of each workshop section. The results of this immediate evaluation were most gratifying. The results of this evaluation are shown in the chart below. The totals indicate the number of participants who handed in the evaluation form.

POST WORKSHOP EVALUATION

(1) Immediate evaluation following each presentation

	(workshop number) 1	2	3	4	5	Total responses
Total in Attendance	211	271	251	233	182	1148
1. [illegible]						
[illegible]	46	109	93	116	71	432
valuable	66	98	15	44	49	272
not valuable	4	2	7	2	1	16
Total responses	116	209	115	162	121	723
2. [illegible]						
EXCELLENT	47	108	102	121	79	457
good	60	109	69	35	40	313
poor	9	2	5	0	1	17
Total responses	116	219	176	156	122	787
3. [illegible]						
Of REAL VALUE TO ME	55	132	101	123	80	491
Of some value to me	62	70	74	37	41	284
Of no value to me	3	3	1	1	0	8
Total responses	120	205	176	161	121	783
4. [illegible]						
ALL	41	137	89	110	79	456
Most	58	137	75	42	31	343
Some	22	10	10	4	12	58
None		1	0	0	0	1
Total responses	121	285	174	156	122	858
5. [illegible]						
MORE	70	151	132	121	83	565
Less	9	5	7	8	2	31
None	2	7	0	2	0	11
Total responses	83	161	139	131	85	607

10.0 TERMINAL EVALUATION - POST WORKSHOP

The post workshop evaluation has taken two forms (1) a mail-out questionnaire five months following the end of the last workshop held in May of 1971, (2) a random sample telephone survey conducted in November of 1971. Both follow-up evaluations show that the workshops conducted under this project were very effective in "creating CHANGE" and causing "things" to happen in many school districts throughout California. The "key" statement under each section (.2) below indicates that a decisive number of participants intend to change their method of operation this current school year or have plans under way now to make significant changes in their programs as a result of this series of workshops.

TERMINAL EVALUATION - E.P.D.A. WORKSHOP

Please answer only those questions pertaining to the seminars which you attended. Thank you.

	Yes	No	Not Sure
1. Laws Governing Work Experience Education			
1.1 I now have a better knowledge as to where to find answers to my questions about laws governing the employment of minors.	173	6	4
1.2 I have changed, or plan to change, some operating procedures since I attended this seminar.	104	30	23
1.3 If this topic is offered again next year I would be interested in attending or recommending it to others.	160	4	8
2. Conceptual Design for Work Experience Education			
2.1 I now feel that I have a good idea of what work experience education is and its proper place in the secondary school curriculum.	140	3	4
2.2 I have changed, or plan to change, some operating procedures since I attended this seminar.	89	19	21
2.3 If this topic is offered again next year I would be interested in attending or recommending it to others.	112	8	20

3. Organization and Administration

3.1 I have more clear-cut standards and the functional approach for the organization of work experience education.	131	9	6
3.2 I have changed, or plan to change, some operating procedures since I attended this seminar.	64	32	20
3.3 If this topic is offered again next year I would be interested in attending or recommending it to others.	114	10	23

4. Objectives in Work Experience Education

4.1 I have a clearer idea of the major goals and measurable objectives which apply to work experience education.	121	15	20
4.2 I have changed, or plan to change, some operating procedures since I attended this seminar.	83	30	22
4.3 If this topic is offered again next year I would be interested in attending or recommending it to others.	119	11	14

5. Related Instruction

5.1 The concept of related instruction is a valid one, and at least one of the methods described at the seminar can be implemented in our district.	138	15	17
5.2 I have changed, or plan to change, some operating procedures since I attended this seminar.	115	19	24
5.3 If this topic is offered again next year I would be interested in attending or recommending it to others.	143	9	15

If you have any other comments, please use the reverse side.

10.1 KEY COMMENTS BY PARTICIPANTS

The following comments were taken directly from the survey instrument. The comments are unedited and only shortened for the sake of brevity.

Participants

An excellent program! The administration was very concise and well organized. I hope there are plans to continue similar projects.

Some of the seminars could have been shorter.

The most important session to me concerned related instruction. I am incorporating some the the ideas received and will look forward to more sessions of the subject.

When I attended the objectives in Work Experience Education seminar I expected to be taught many objectives of Work Experience Education, not spend an hour and a half learning how to "write them". This I know how to do, as I teach entirely using the Learning Activity Package.

By far the Laws Governing Work Experience Education was the best seminar for me.

I wonder if smaller groups could be assembled next time so that there could be greater interaction. I learned a great deal and would attend again to review and up-date.

An excellent workshop series!

I feel a one day review of the laws (both Federal and State) should be given each year! Because of the meeting I will be able to help the business men better. I am now better informed.

We could have used several more periods on each topic, particularly as a new coordinator knowing from nothing about everything.

Last spring was my first experience in Work Experience so I really learned.

The section on Laws Governing Work Experience Education was very good!

My problem is high school and district administration problems. They want the program but do not give the assistance needed to carry out the program the way it should be. Thanks. The workshops were outstanding and a tremendous help to me and my program.

I think these workshops should be an ongoing program. It is necessary to keep the teacher abreast of changes.

I attended all five seminars and being a first year coordinator, everything was so meaningful. I do think the pre-test and post-test were rather a waste of time and effort. Also perhaps more time could be spent on question-answer periods. Every seminar was well presented by an expert in his field. Please continue on with the workshops. Your seminars were invaluable to us in Fresno. I am looking forward to attending similar seminars in the future.

I attended the first of five meetings offered and found it to be very informative, well presented and undoubtedly extremely helpful to those involved in the area of High School oriented Work Experience. I feel that if another program were originated next year and slanted towards the Community College that it would be extremely beneficial to our area of the Work Experience Program.

I'm an old hand in Work Experience but have found these workshops useful. I would urge more.

Excellent series!

Many of the items discussed in the related class should be taught to all students in a regular vocation class.

Workshop sessions were great but there must be a way to reach the administrators to let them know we cannot implement all you offered us with meaningful Work Experience.

I felt my time was well spent at the meetings.

I attended all of the workshops. I thought they were well presented, informative and I did enjoy them. It was good to have different leaders presenting different aspects of the workshops. Keep it up. I particularly enjoyed the rap sessions after the workshops. I learned more of the working details by asking questions of Ed Thomas & Herb Ellenburg.

Overall excellent - Any chance for summer EPDA workshops of six or seven weeks?

These seminars started the same semester I began my job as a Work Experience teacher. I found each of them very valuable.

There was little if any value in what was presented for the Community College.

I think the laws workshop was excellent.

These workshops should be a must for people involved in Work Experience.

The objectives for certain seminars seemed to be "Hickey Mouse" to insure a high post-test score.
Too little time spent talking about Work Experience Education for the handicapped student.
Would like to have heard more about innovative programs ie. San Diego's Mobile Career Information Center, etc.

Related instruction continues to present a real dilemma Students just are not available to attend the related class thus the reason for an automated approach.

I found the workshops very beneficial and would definitely participate again if they were offered.
Please keep me on your mailing list.

The topics were geared mainly for inexperienced coordinators - consequently much of the material presented was redundant for a "veteran".

I recommend that the conceptual design for Work Experience Education be conveyed to the field in future seminars.

Well worth the time involved. Thank you for the opportunity to learn how to improve our operation.

The presentations in most cases were nothing more than a reading of the prepared material which every speaker handed out.

Would like to see the other seminars offered close enough that I could attend them also - Perhaps source types of geographical rotation.

The only one attended Laws Governing Work Experience Education - a very well organized workshop!

I enjoyed participating in this Work Experience Education series, and I certainly feel that it was well organized and very interestingly presented. Please notify me if there should be a continuation of this type of workshop.

The seminar was the most worthwhile experience of all my graduate studies. It gave me working knowledge of how to instruct those who are working in career education. Thanks for a constructive well organized program.

I feel that a seminar of this type is excellent, but some sections should be developed in the Community College level.

The two programs that I attended were excellent.

The overall program was excellent. Regular workshops are definitely in order. Perhaps in conjunction with CAWEE meetings.

An excellent job. If offered next year arrange so we can buy some College units for attending.

Would like to see a program directly related to Community College Work Experience.

10.2 TELEPHONE RANDOM SAMPLE SURVEY

The results of the telephone survey indicate that the workshops were extremely influential in causing "things" to happen that will have decided effects upon the quality of Work Experience Programs throughout the State of California.

The following questions were asked of a random sample of people who had attended one or more of the EPDA Workshop classes on Work Experience Education throughout the year, 1971. There was no attempt made to categorize workshop participants surveyed by number of years of experience, job titles, or classification. The questions asked each participant to respond to are listed below:

1. How many sessions did you attend?

2. Do you feel that the workshops helped you in your knowledge and/or attitude toward Work Experience Education?

3. Did you reproduce and distribute any of the materials used at the workshops or did you share the materials with anyone in your district? If no, do you have future plans for utilization of any of the materials?

4. Did the results of the workshop series change your method of operation in any way? How? (Did you get any help from attending the workshops?)

5. How would you rate the overall workshops using a letter grade of A,B,C,D or F?

6. Do you feel that workshops like this would be of value in the future and if so what topics would you like to have presented?

7. Did any part of your efforts from attending the workshops affect your disadvantaged or handicapped students? Does your Work Experience Program provide the opportunities for disadvantaged or handicapped students?

The responses given are worded as closely to verbatim as possible.

TELEPHONE SURVEY FOLLOW-UP

November, 1971

QUESTION 1: How many sessions did you attend?

1. 2
2. 2
3. 5
4. 3
5. 3
6. 5
7. 5
8. 2
9. 5
10. 2
11. 3
12. 5
13. 1
14. 3
15. 3
16. 2
17. 5
18. 5
19. 5
20. 4
21. 4

QUESTION 2: Do you feel that the workshops helped you in your knowledge and/or attitude toward Work Experience Education?

1. Yes, in related instruction.
2. Yes, in knowledge--helps you in the overall.
3. Definitely--improved my knowledge 100%.
4. Yes, from knowledge but not from attitude.
5. Yes, particularly on laws--not others--too fast.
6. Yes, research saved me from doing it--laws.
7. Yes, laws and related materials.
8. Yes, provided much information to help in administration and organization of our program.
9. Yes, most definite series that I have attended. People covered the specifics.
10. Very much so, I'm new in the area and it got me off to a much better beginning.
11. Yes, all of them helped my understanding. I am not the district person, so I don't always know what happens as I would if I were the only one involved in the Work Experience Education Program.
12. No, I've been in Work Experience for 15 years--some of the new behavioral objectives were helpful. All were interesting sessions though.
13. Yes, increased my understanding in knowledges, very beneficial.
14. Yes, laws, I learned a lot about the laws I never even knew existed. Got some good ideas about related instruction. We now are doing a lot more related teaching.
15. Yes, I know more about the way things should be set up at the district level. I also got a lot of good ideas about offering related instructions. We were not doing much in this area before.
16. Yes, they were helpful even though some answers were avoided.
17. Yes, Knowledge primarily--I'm new in the field.
18. No, I already had a good attitude but I did increase knowledge.

QUESTION 2 (Continued)

19. Yes, I am new in the field, so it helped me a lot.

20. Yes, this was really my first year in coordination. In some instances I would have liked it more to the college levels.

21. No, I don't think so. We really never got to the meat of the thing. I think we got too large to have had good rapport. We were talked "at" too much.

QUESTION 3: Did you reproduce and distribute any of the materials used at the workshops or did you share the materials with anyone in your district? If no, do you have future plans for utilization of any of the materials?

1. Yes, I reproduced the materials on related instruction and I felt more current on the laws.
2. Yes, district coordinator and other coordinators.
3. Yes, using it at career center--also reproduced the laws and it is being used in classes.
4. No, most everyone from my area attended.
5. Yes, laws were very good.
6. No.
7. Yes.
8. Yes, in Social Science Department, Business Divison.
9. No, I am the only one in the district in this area; however, I shared the information with the counselors.
10. Yes, laws especially.
11. No, others from our district did though.
12. Not as yet--I have plans to do so.
13. Yes, used with Dean of Instruction and Work Experience people.
14. Yes, reproduced the laws.
15. Yes, the laws.
16. Yes, my immediate boss and my partner who handles the related class.
17. Yes, I did not reproduce but I did share with counselors.
18. No, there were four of us from the district who attended.
19. No, I'm sort of alone in this; there is no program here. I did use information I specifically had from three of the workshops.
20. Yes, with Associate Dean and other coordinators.
21. No, I'm the only one in Work Experience.

QUESTION 4: Did the results of the workshop series change your method of operation in any way? How? (Did you get any help from attending the workshops?)

1. Yes, encouraged me to use more automated materials and related instruction.
2. No, nothing to this time.
3. Yes, it helped me get an organized plan of operation.
4. No.
5. Yes, more aware of things I knew nothing about--Education code, district plan.
6. No.
7. No.
8. Yes, definitely expanded it.
9. Yes, related instruction. We developed different classes as a result.
10. No, I really didn't have an operation to change--it did help me make a better start.
11. Yes, it helped me in some of my class instruction.
12. No.
13. No, it didn't change my operation but it did change my instruction.
14. Yes, in related classes.
15. Yes, it changed or added I should say to what we were doing in related instruction
16. Not drastically, we have been struggling with a related class and this helped us.
17. No, not change necessarily--it gave me more information on laws and interpretation of laws.
18. No, not yet. We have plans to change but it is a problem.
19. Yes, we do not have a program but it helped in writing of new programs.
20. Yes, I think so, we are doing more experimenting in related instruction. Helped inform me of changes coming along.
21. No.

QUESTION 5: How would you rate the overall workshops using a letter grade of A, B, C, D, or F?

1. B
2. A/B, real good, information that I needed.
3. A
4. B/C, helpful, boring--people should be more involved.
5. C
6. A
7. B
8. B/C
9. A
10. A/B
11. B
12. B
13. A
14. B
15. A
16. B
17. C/B
18. B
19. B
20. B
21. C

QUESTION 6: Do you feel that workshops like this would be of value in the future and if so what topics would you like to have presented?

1. Yes, more time was needed on the subject or topic area.

2. Yes, definitely--my specific area is in D. E. so something in that area (vocational Work Experience Education.)

3. Yes, have a workshop to tie each one together and interrelate.

4. Yes. (1) I am concerned about the community college level,
   (2) Something articulated in units and programs,
   (3) How we determine the work stations so we can eliminate duplication of efforts to contact business,
   (4) More emphasis on district plan.

5. Yes, for new coordinators--need something in practical management--forms and setting up files--related instruction alternative time line of when things should take place.

6. Yes. (1) Identification of needs and development skills
   (2) Exploratory program in total
   (3) Recognition of students in Work Study Programs.

7. Yes, the classes now being presented are much better in the full scope.

8. Yes. (1) Emphasis on community college operations
   (2) Emphasis on how community college can use Work Experience programs for training/retraining of adults.

9. Yes. (1) Current laws
   (2) Hopper for improvements,
   (3) Refresher of older programs
   (4) Related instruction
   (5) More ideas about exploratory programs

10. Yes. (1) Related instruction
    (2) New laws
    (3) Finances
    (4) Five year plans

11. Yes. (1) Laws and Title 5--start to finish where it relates to Work Experience
    (2) Related instruction

12. Yes. (1) Basic General Work Experience Education program

13. Yes. (1) Management

14. Yes. Keeping us up to date on the same ones would be excellent. We need that.

QUESTION 6 (Continued)

15. Yes, I am now in the extension class on Work Experience from Cal Poly.

16. Yes, particularly to the people who are becoming newly involved.

17. Yes, I would attend in the future. Same series would be okay.

18. Yes, possibly more on the related instruction, also a little more on visitation methods.

19. Yes, assuming there is continual growth in the area of Work Experience Education.

20. Yes, same topics would be good.

21. I definitely do--it is the only way you can stay abreast of things.

QUESTION 7: Did any part of your efforts from attending the workshops affect your disadvantaged or handicapped students? Does your Work Experience Program provide opportunities for disadvantaged or handicapped students?

1. No.
2. Yes, we have several such students in my D.E. class.
3. Yes, definitely -- many of my students are in these categories.
4. No
5. No
6. Yes, I work with the continuation schools.
7. Yes, my program is with work study.
8. No, we have very little information set up to identify these students at the Community College.
9. Yes, learned specifics about sheltered workshops.
10. Yes, several of my students are NYC kids.
11. No, we have very few disadvantaged students in our school.
12. No, our program is brand new. It probably will have impact in the future.
13. Yes, several of my students.
14. Yes
15. Yes, I'm sure many of my Work Experience Education kids are in this segment of our student body.
16. No, we were already pretty well aware of what we could employ here in this area.
17. No
18. No
19. No, I was already heavy on that stuff, so no. It did give me another resource. The thrust of this thing was not very strong in that area.
20. Not specifically -- we were already aware of them and their problems.
21. We don't have too many -- I don't know -- it could have.

11.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The following specific findings are of particular interest and concern to those who evaluated this project.

11.1 INTRODUCTION

The findings highlighted by this evaluation were most supportive of the overall value of the series of workshops on Work Experience Education presented throughout the State of California under this E.P.D.A project. The fact thatthere is no formal, organized curriculum or training program for the numerous new Work Experience teachers/coordinators was the basis for the development of this workshop series. Work Experience Programs have grown from sixty programs in 1965 to over 750 individual programs in 1971. The rapid growth of Work Experience has caused over seven hundred individuals to "take on" the directing of such programs without formal training - thus the need for such an inservice education program. The findings indicate, beyond any doubt, that the Goal and Objectives of this project were met and that the results were beyond preliminary estimates.

11.2 THE FOLLOWING FINDINGS ARE PERTINENT TO THE EVALUATION OF THIS PROJECT

.1 503 individuals were in attendance at one or more of the workshops.

.2 Twenty-five workshop sessions were held in five central locations up and down the State of California.

.3 The workshop participants ranged from those holding only a high school diploma to twenty-four persons holding Doctorates.

.4 Two Hundred Sixty-eight persons had ten years or more in the teaching field.

.5 The workshop population consisted of 161 teachers, 76 administrators, 52 supervisors, 68 counselors and 126 work experience co-ordinators.

.6 The overall attendance for the workshop series was 1148 (not a head count).

.7 Two Hundred eleven different school districts were represented at the workshop series.

.8 The Pre and Post-test results indicated an exceptional growth factor.

.9 The post-workshop evaluation results indicated that 432 respondents thought the topics were very valuable, 457 thought the presentations were excellent, 491 felt that the workshops were of real value to them, 456 felt that the workshops met the stated objectives and 565 respondents were desirous of more or additional sessions in order to expand their operational expertise.

.10 The results of the terminal evaluation conducted five months following the close of the workshops indicates the amount of planned change or actual change that took place as a direct result of the workshop series was considerable. 475 of the respondents indicated that they planned to change or had already changed their operating procedures as a direct result of the workshops.

.10.1 The post-evaluation indicated that of the 503 participants polled:

One hundred sixty participants would like more information on Laws governing work experience education programs

11.0 (cont'd)

1.0.2 One hundred twelve would like more information on the conceptual design for work experience programs.

1.0.3 One hundred fourteen would like more information on Organization and Administration of Work Experience Education Program.

1.0.4 One hundred nineteen would like more information on the Objectives of Work Experience Programs.

1.0.5 One hundred forty-three would like more information on Related Instruction in Work Experience Education

.11 There was considerable demand for a special session on Work Experience Education for the Community College level programs.

.12 The Santa Ana Unified School District has delivered to thirty-eight school districts copies of their related instruction program materials for Work Experience Education.

.13 The telephone survey conducted in November, 1971 indicated:

13.1 The workshops were extremely valuable in adding to the participants knowledge and attitude about operating a work experience program (question #2)

13.2 Many of the materials presented and distributed to the attendees were passed on to others who were not in attendance.

13.3 Everyone polled felt that similar workshops should be presented in the future (question #6)

13.3.1 The Areas Requested Were:

.1 More of same five basic areas
.2 Distributive Education

.3 Vocational Work Experience.
.4 Community College Work Experience Operations.
.5 Articulation of Programs.
.6 District Plans for Work Experience and five year plans.
.7 Identification of Job stations.
.8 Management Techniques
.9 Exploratory Programs
.10 Community Classroom Programs/ Operations
.11 Current Laws
.12 Finances and Program Cost
.13 Program Visitations
.14 College Courses
.15 O.J.T. Visitation Techniques

NOTE: Much of the success of the overall smoothness of the workshop operation can be credited to the allowance of ample pre-planning time given the "team". Ample time was also allowed to review each session in order to inform each presentor of what he could expect of his next group. Many of the workshop presentors personally mailed out a variety of additional materials requested by various workshop participants. This made the participants feel that the "team" was really trying to assist them in doing a quality job.

11.3 RECOMMENDATIONS:

On the basis of the findings the following recommendations are offered:

1. That a new series of workshops be offered this coming year because of the lack of specific course offerings or other training means available to train work experience education teachers/coordinators.

2. That a parallel program be developed for the community college staff.

3. That an evaluation instrument be designed and agreed upon prior to launching any new project in order that the data reported be uniform as to format and content.

4. That the amount of forms and "fill out" materials given to the participants be greatly reduced.

5. That the pre and post-test at each session be eliminated and only one measuring device be utilized at the end of the total session.

6. That the workshops be scheduled and presented in locations where parking problems can be eliminated or minimized.

7. That the problem of "late arrivals" and "early leaves" be minimized through use of pre-publicity and presentations gimmicks.

8. That full-day or two-day sessions be considered in lieu of five three-hour sessions.

9. That once again ample time be allowed for pre-planning and review of each session.

10. That the staff select central locations for the next series but not in the same towns.

11. That a new series of workshops be offered this coming year based upon the request of 475 persons out of 503 who stated:
"I have changed, or plan to change, some operating procedures since I attended this seminar"

NOTE: NEVER IN THE HISTORY OF WORK EXPERIENCE EDUCATION HAS SUCH AN EXTENSIVE STATE-WIDE SERIES OF WORKSHOPS CAUSED SO MUCH POSITIVE CHANGE TO COME ABOUT SO SUDDENLY AT THE LOCAL SCHOOL LEVEL.
This high quality E.P.D.A. workshop series offered throughout the state cost $37 per attendee (503) or $17 per attendee per session (1148). The positive changes generated as a result of this workshop will be felt for many years to come!

12. That the support given by Mr. Jim Bechett, Director of E.P.D.A., was outstanding and led directly to the success of this project.

13. That the program presented to the attendees be designed to have audience participation and "feed back" rather than "so much lecture."

14. That Mr. Herb Ellenburg, Consultant for Work Experience Education Program Planning and Development for the State Department of Education and Mr. Ed Thomas, Consultant for Work Experience Education, Los Angeles County Schools, be commended for their roles in the overall guidance lent to the success of this project.